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ABSTRACT

It is the intent of this manual to show how a volunteer tutoring program can be implemented and maintained in any community that desires to individualize institutional learning programs through tutoring. The manual attempts to describe the requirements and development of a tutoring program in generic terms; however, it often cites examples from the program on which it is based, the ESCAPE Tutoring Program at the University of Oregon. The manual is divided into four sections that focus in turn on important aspects of a tutoring program. Section 1 outlines the essential steps in structuring and implementing a tutoring program. Section 2 offers guidelines for volunteer tutors. Section 3 outlines the structure and content of personnel training. And section 4 provides basic guidelines to teachers using tutors. Each of the sections can be read apart from the other; however, the reader seeking a full perspective on a tutoring program is advised to read all the sections. (Author/JG)

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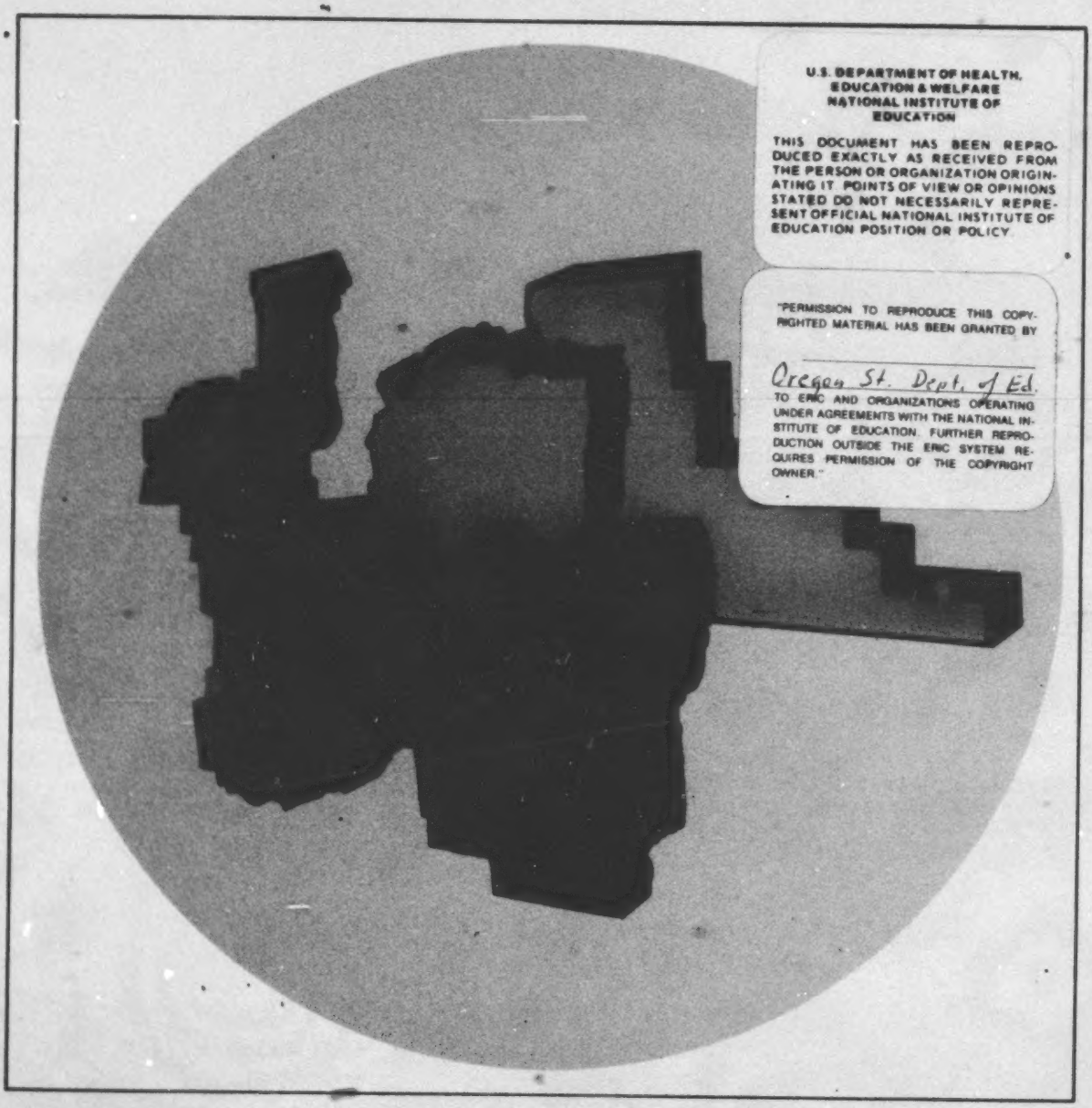
MANUAL FOR DEVELOPING A VOLUNTEER TUTORING PROGRAM

AN ADOPTER'S GUIDE REFERENCED IN PROMISING PRACTICES IN OREGON EDUCATION, 1974



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MANUAL FOR DEVELOPING A VOLUNTEER TUTORING PROGRAM

This program development guide is based on the experiences of the ESCAPE tutoring program based since 1969 at the University of Oregon and operating in the Eugene School District and community. ESCAPE, Every Student Caring About Personalized Education, has been supported by a combination of volunteer and paid student labor and by funds from the University.

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PREFACE

Although schools and communities share many of the same kinds of educational problems and needs, they too often fail to share information about how these needs and problems are being addressed. If a successful approach to a set of needs or the solution to a problem in one community is thoroughly documented, it may serve as a model for adoption or adaption elsewhere. Thus, communication about promising practices is at least as important as their development.

To promote such communication, the Oregon State Department of Education is involving school personnel throughout the state in the identification of instructional or management techniques they believe to be innovative, effective, and transportable. Brief descriptions of these techniques, or programs, are compiled in a catalog of *Promising Practices in Oregon Education*. Districts whose innovative practices are described in the catalog have agreed to share more detailed information about their procedures with those who request it, and in many cases the State Department will encourage and even underwrite the development of published guides designed to give practical step-by-step directions to potential adopters.

The ESCAPE tutoring program was chosen for inclusion in *Promising Practices in Oregon Education* and is the fourth program to publish an adopter's guide. Others are currently under production.

Your comments and suggestions will help us to improve future editions of this guide and others to be produced.

Jesse Fasold
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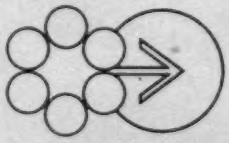

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INTRODUCTION

Many school personnel recognize the value of individualizing the learning process for each student, especially the student with unique learning problems. However, the large ratio of students to teachers and the frequent inflexibility of curriculum and scheduling make individualized instruction difficult to achieve.

Along with redesign of curriculum and scheduling, a volunteer tutoring program represents an important step toward individualizing the learning process. And it is the easiest to implement since it doesn't require the wholesale change involved in a curriculum or scheduling overhaul. It can be smoothly fitted into the existing classroom routine and aimed at those students most in need of assistance. It can be as small as five tutors in a school or as large as 500 tutors serving both schools and human resource development agencies throughout a community. It can be made up of people from all parts of the community.

It is the intent of this manual to show how such a volunteer tutoring program can be implemented and maintained in any community which desires to individualize institutional learning programs through tutoring.

To the greatest extent possible, this guide attempts to describe the requirements of a tutoring program in generic terms. However, it often sites examples from the program on which it is based, the ESCAPE Tutoring Program at the University of Oregon, Eugene, Oregon.

ESCAPE came into existence on the University campus in 1969 at a time when student activism and bitterness were high in reaction to U.S. involvement in the Vietnam War. Left wing extremism had begun to attract both a small following and a larger group of sympathizers. Rhetoric about social change frequently favored violence and direct confrontation. The tutoring program concept was promoted by Judy Coffey, a graduate education major, and several others who believed that tutoring would give university students a positive experience in creating change and at the same time provide the Eugene schools a valuable human resource for individualizing instruction. The ESCAPE acronym was born from the

idea of university student involvement on a person-to-person basis: Every Student Caring About Personalized Education. ESCAPE began as an idea which was eagerly seized by two school principals and their teachers. A recruiting poster attracted 65 student volunteers and before long the program was in operation. The University supplied credit for tutoring as an education practicum course and the program rapidly blossomed to cover the Eugene School District as well as a range of community programs related to education. By the 1973-74 school year, the program had grown to 600 tutors supervised and supported by a student administrative staff and largely funded by student body and university moneys.

The university student population has provided a continuous supply of personnel for ESCAPE, and academic credits have served to attract student participation. University administrative resources have also been a great asset to the program. However, while a tutoring program is ideally suited for a university or college base, it can also be initiated in communities without such institutions. Neighborhood associations, parent groups, churches, and civic organizations, to name a few, could just as readily institute a tutoring program.

This guide is divided into four sections which focus on important aspects of a tutoring program. The first section outlines the essential steps in structuring and implementing a tutoring program. The second section offers guidelines for volunteer tutors. The third section outlines the structure and content of personnel training. And the fourth section provides basic guidelines to teachers using tutors. Each of the sections can be read apart from the others. However, the reader seeking full perspective on a tutoring program is advised to read all of them.

1

PROGRAM DEVELOPMENT

1
PLANNING

ASSESSING NEEDS FOR A TUTORING PROGRAM

A tutoring program of the type described in this manual can only be useful if it comes into being in response to a generally acknowledged need. Those who perceive such a need should check their perceptions with school personnel, students, parents, and other community members before attempting to initiate a program. This needs assessment may be conducted at both informal and formal levels. The informal assessment may be made through personal conversations and in group dialogue. The formal assessment may be made through the collection of data which reflects the degree of individualized instruction in the school district and the need for individualized tutoring perceived by students, teachers, administrators, and community people. Some of the data will be readily available; some will have to be obtained through the distribution of survey questionnaires.

If the needs assessment indicates a strong need for and interest in a tutoring program, sponsors should form an ad hoc organizing committee, outline program goals, seek support in the school and community, and run a pilot phase to validate the worth and potential of the program. The program should have a director, who may emerge from among the organizing group or may be chosen by that group.

ESTABLISHING PROGRAM GOALS

Given general concurrence on the need for a tutoring program in a school district or community, sponsors must establish a general set of goals which all parties in the program endorse. Of course, these parties---teachers, administrators, tutors, parents---should be involved in the development of the goals.

Goals will vary somewhat with the specific needs of the locale, but generally they will encompass two sets of desired outcomes. The first set of outcomes pertains to the students who will benefit from tutoring. These goals include:

5

1. Giving children the individualized learning help that schools and agencies cannot sufficiently supply;

2. Helping children measurably strengthen their skill and subject matter deficiencies;

3. Helping children experience learning success in deficiency areas; and thus,

4. Helping them to enhance their self-confidence and self-esteem.

The second set of goals pertains to the tutoring program personnel, especially the tutors. These goals include:

1. Strengthening the tutor's ability to analyze individual learning styles and diagnose individual learning problems;

2. Developing tutor skills in planning and facilitating learning for others;

3. Developing tutor skills in pedagogical communication and in motivating learners;

4. Enhancing the tutor's self-confidence, self-esteem, and personal growth through successful experiences helping students;

5. Giving the tutor-as-citizen a closer personal influence on the education of the community's children and a deeper personal stake in the educational process.

ESTABLISHING PROGRAM OBJECTIVES

While program goals can be readily stated, it is a great deal more difficult to measure the extent to which they are accomplished. Therefore, the program should attempt to translate general goals into specific, measurable objectives. If the objectives are valid indices to the goals, the degree to which the objectives are accomplished will indicate the degree to which the goals are accomplished.

The most important objectives in the program are those which apply directly to the responsibilities of the tutor, for that is the focus of the program. It is the effectiveness of the tutor-student relationship which determines whether the two sets of outcomes stated earlier are in fact realized. Within this context, each volunteer tutor should be expected to do the following:

1. Meet regularly with a student in a tutoring assignment that matches tutor strengths with student needs.

2. Consult regularly with the field coordinator and the student's teacher(s) in diagnosing the student's learning problems and in planning ways to help the student.

3. Prepare for tutoring sessions by reading appropriate background material and by planning and preparing for each learning encounter with the student.

4. Participate in a weekly program seminar which will supply volunteers with training and problem-solving support.

5. Write a self-evaluation of tutoring work and of participation in weekly seminar experiences.

6. Document field work by means of a weekly journal, scrap book, or other tangible method.

Of course, the kind of goals and objectives stated above are designed for a tutoring practicum in which tutor growth and performance (as well as academic credit) are at issue. (In fact, the objectives stated above might easily become the performance objectives of the practicum course.) However, most if not all of these goals and objectives would be valid for a volunteer tutoring program which does not involve undergraduate tutorial personnel or a tie to academic credit. The entire administrative structure of the program should be geared to making these procedural

objectives easier for the tutor to achieve. For example, this means, in the case of the first objective stated above, that program managers will have to work at achieving an efficient referral and placement system, a system for monitoring tutor reliability in meeting with students, and a means of aiding tutors with transportation problems. Since these tasks will be allocated to various management personnel in the program, it is apparent that program structure and administrative functions must be tailored to achieve the goals and objectives stated above.

PLANNING THE PROGRAM'S STRUCTURAL DEVELOPMENT

Depending upon the size of the community and the need it perceives for an organized tutoring program, the program may be as small as one school or community agency or as large as a school district. The structure of the program will differ with its size, but it is possible to create an initial structure that will easily expand to insure sound organization through various stages of growth.

The program should start small and as a pilot phase. A limited pilot involving one or two field sites (schools or community agencies) is a useful way of establishing a planning base and beginning with a minimum of risk. The pilot serves three functions. First, it provides a way to test the design of the program. A small pilot is far more manageable than a full-scale program and can be evaluated thoroughly before a greater district-wide commitment is made. This gives program sponsors a base for validating goals and objectives, for establishing policies and procedures, for determining student and community interest in a tutoring program, and for testing the availability of resource materials and services. Second, the pilot provides an opportunity for experimentation, and it raises the awareness of teachers and community people to individualized instruction. Third, the pilot provides a means of training a core of volunteer tutors and of validating the training process. As part of their training, volunteer tutors should be involved in setting goals and objectives for the program and in designing it. Wide participation

will generate diverse perspectives and strategies and give those involved a deeper sense of responsibility for the success of the program. Objectives for the pilot should be limited, and the extent of tutorial help promised to participating schools should be well within the capabilities of available resources.

The pilot phase structure will be simple. The tutoring program will be under the leadership of a tutorial director who is directly responsible to the administrator of the field site. Beneath the director will be the tutors at each site. In this model, Table 1, the director can readily recruit, screen, place, and supervise tutors.

In its next stage of growth, shown as the Intermediate Model, Table 2, the program should be prepared to train successful tutors from the pilot phase to assume the role of field coordinators for an expanded corps of tutors serving an expanded number of field sites. Field coordinators in this model will assume the role of placing and supervising tutors at field sites. At this stage, the program will have moved to a subdistrict or area level. Thus, the director will be responsible to district school officials or community agency officials while field coordinators will begin to assume responsibility for a number of tutors in one or two field sites.

Table 1:

Pilot Phase Model

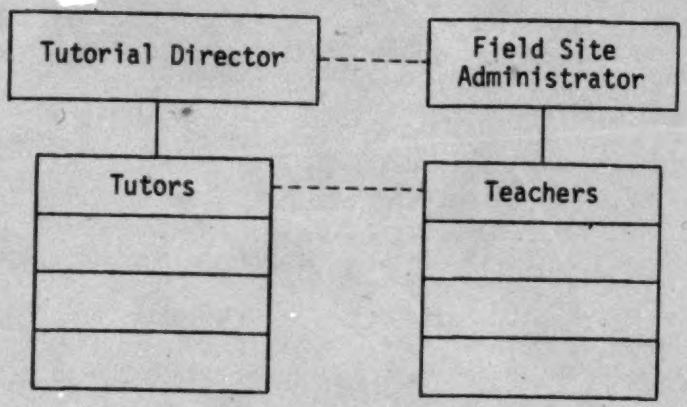
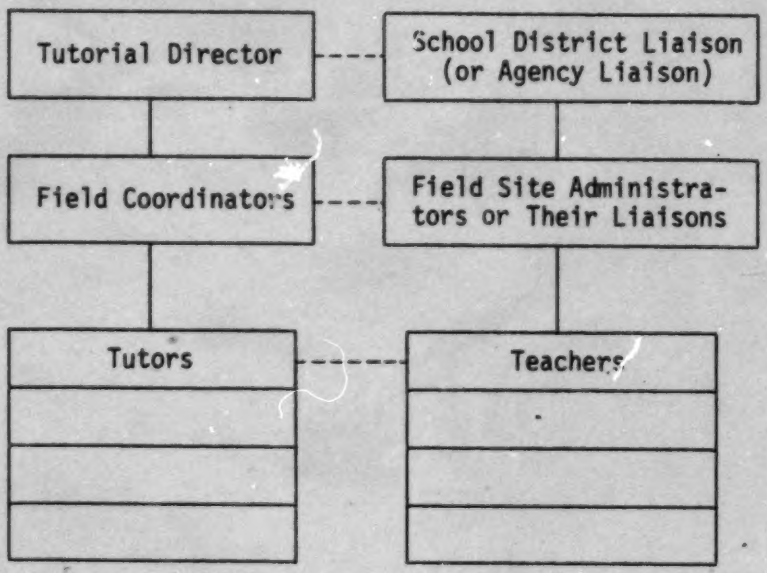


Table 2:

Intermediate Model



In the District-Wide Model, shown in Table 3, the program will incorporate all the elementary, intermediate, and secondary schools in the district as well as other human development service programs under community agencies. In this model, tutoring services are administered in three separate divisions: one for elementary schools, one for secondary schools (including intermediate schools), and one for community service agencies and programs, which include such activities as education for the handicapped, youth recreation, day care, and senior citizen projects. Each division head administers a group of field coordinators who are each assigned to one or two schools or agencies and who supervise the 10 or so tutors assigned to each of those schools or agencies. Each field coordinator works closely with a liaison person assigned from each school or agency. In the case of the schools, the liaison function is usually assumed by the principal or assigned by the principal to a staff member interested in the volunteer tutoring program. In addition to the director

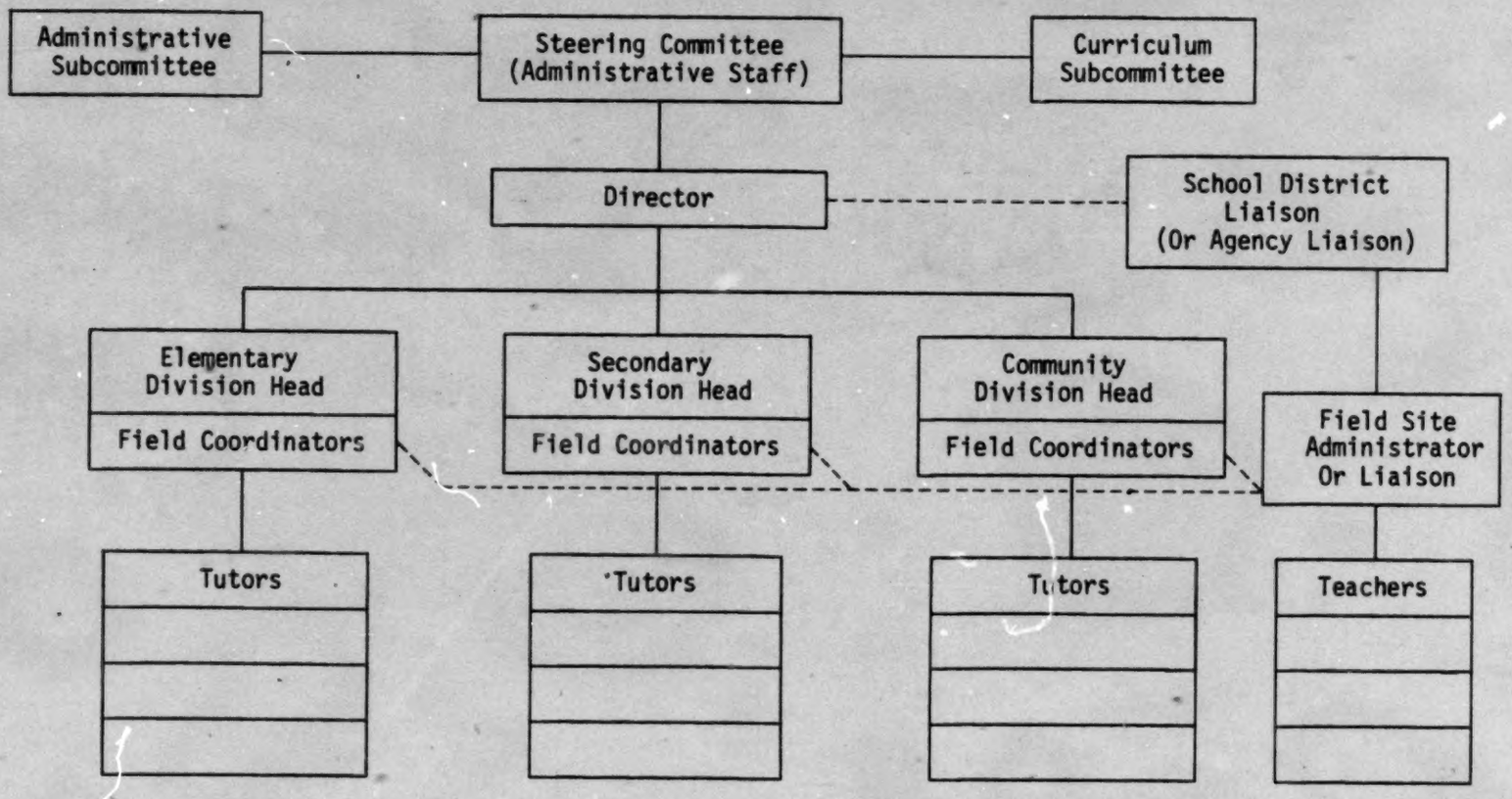
and division heads, the administrative staff of the district size model should include an administrative assistant to the director, an office manager, a public relations coordinator, a recruitment/placement coordinator, three assistant division heads, and a project assistant for evaluation activities. If a community college, college, or university supplies most of the manpower for the program from its student population, the administrative positions should be filled by students. In the Eugene ESCAPE project, which filled all tutoring and field coordinator placements with students and which compensated them with academic practicum credits through the University of Oregon, most of the administrative staff was made up of undergraduate students earning from $300 a month, in the case of the director, to $150 a month, in the case of the office manager, administrative assistant, division heads, and recruitment coordinator. Assistant division heads earned $60 while the public relations coordinator and the evaluation assistant earned credits. This group of undergraduates, which formed a combination administrative staff and policy-oriented Steering Committee, was rounded out by two graduate teaching fellows, one functioning as a faculty advisor and one assigned as coordinator of training for program personnel. Two chief project concerns, operations and internal training, were dealt with by dividing the Steering Committee into the Curriculum Subcommittee, chaired by the curriculum coordinator, and the Administrative Subcommittee, chaired by the project director. Both the Steering Committee and its component subcommittees met weekly to solve project problems and plan ongoing activities. The same program structure can be used where both field positions and headquarters positions must be filled by a nonstudent population.

PROGRAM ROLES AND RESPONSIBILITIES

Although a number of key personnel and some of their responsibilities have already been mentioned, the reader may be interested in a general description of job duties as they apply to many of the personnel mentioned in connection with the District-Wide Model shown in Table 3.

Table 3:

District-Wide Model



The Director

The director of a large tutoring program, especially one with a policy-oriented steering committee, will not be the lone decision maker in the program. However, once decisions and directions have been established, the director will be chiefly responsible for seeing that they are fulfilled. Below are some of his or her duties:

Supervise the administrative staff to see that they are supporting the efforts of tutors to achieve tutoring objectives.

Support administrative staff members in their efforts.

Act as the chief liaison with program sponsors and cooperating agencies.

Lead efforts to procure program support and funding.

Oversee ongoing budget planning and review.

Oversee ongoing program planning and evaluation.

Chair Steering Committee and Administrative Subcommittee meetings. (In some programs, the Steering Committee may have a chairperson selected from among the committee membership and the director may sit on the committee as the chief staff person from the program.)

Assist the Curriculum Subcommittee with both training design and support.

Provide or delegate purchasing authority.

Fulfill speaking engagements on behalf of the program and participate in other public relations activities on behalf of the program.

Administrative Assistant to the Director

The administrative assistant to the director is respon-

sible for helping the director carry out the tasks listed above.

Division Heads and Assistant Division Heads

In a tutoring program that encompasses a large school district as well as community-based educational programs, division heads have a critical role in providing support and supervision for as many as 16 field coordinators, who in turn are responsible for supporting and supervising as many as 12 tutors each. In a program the size of ESCAPE, which typically carries this many field coordinators and tutors per division, the division head usually needs an assistant. The assistant helps carry out the division head's responsibilities, acts in the division head's absence, and gives continuity to the division leadership by training to assume the head position when it is vacated. These are the division head's general responsibilities:

Organize the collection of field site tutoring referrals through field coordinators.

Help channel newly-recruited tutoring volunteers into assignments through field coordinators.

Give support to and supervise field coordinators; visit the field coordinator and each field site liaison at the field site at least once every three months.

Participate in one seminar per three-month training period for each group of tutors under a field coordinator. (See Section III for a description of the training program for tutors.)

Review in advance the lessons field coordinators have planned for tutor training seminars.

Stay abreast of meeting times and places for tutor training seminars.

Help design training seminars for field coordinators and conduct training of field coordinators in the division. (See Section III

for a description of the training program for field coordinators.)

Periodically update a roster of field coordinators and tutors.

Periodically update written field site descriptions. (Most schools and agencies change very little, but occasionally a field site will change its focus or personnel significantly. When this occurs, it is important to note.)

Oversee evaluation of field site work through field coordinators.

Periodically review and revise written operational guidelines for tutors and field coordinators.

Help resolve field site problems at the request of teachers, liaisons, or field coordinators.

Field Coordinators

Field coordinators have two primary responsibilities, supervising and supporting tutors in their field work and training tutors assigned to their field sites through weekly seminars. They are also expected to perform these corollary tasks:

Help place newly recruited tutors in field assignments. (Show them to the site and introduce them to cooperating teachers or agency personnel.)

See each tutor once a week. (Tutor training seminars insure this weekly contact, but the field coordinator should occasionally observe the tutor at work in the field setting.)

Visit each cooperating teacher at least twice every three-month period to discuss tutor performance.

Visit the field site liaison person at least twice every three-month period to discuss the

general performance of the group of tutors assigned to the field site.

Help tutors and teachers resolve problems when either of them requests such assistance.

Help tutors resolve transportation problems. (This is a particularly difficult issue in tutoring programs made up of college students, many of whom do not have private transportation.)

Evaluate tutor performance based on observation of tutors and discussions with cooperating teachers, students being tutored, and tutors themselves.

Participate in weekly training seminars for field coordinators.

Public Relations Coordinator

The key objective of public relations efforts should be community and school awareness of the program and its work. This will help recruit volunteers and promote official support at all levels. While all personnel in the program are expected to contribute to the public relations effort, the public relations coordinator has the technical responsibility for producing public relations media and coordinating the public relations work of other staff members. These are some of the public relations coordinator's duties:

Develop information packets about the program geared to different target audiences who may be interested in contributing support to the program.

Design or contract design of posters, brochures, and flyers for recruiting volunteers and community and school support.

Write and disseminate news releases.

Procure paid advertising or free public service advertising.

Maintain personal contact with news media

representatives, periodically brief them on significant program changes, and host them when they visit the program.

Organize a speakers' bureau to furnish speakers about the program for television and radio public interest programs, civic groups, and other school and community groups.

Organize such public relations events as a program open house; organize program participation in such outside events as a volunteer fair.

Develop an audiovisual presentation about the program, such as a slide show accompanied by a narrative tape recording. (The ESCAPE program developed both a slide-tape presentation and a sound-on-film movie.)

Publish an internal newsletter to keep program members and supporters aware of new developments. Supplement this internal communications device by maintaining a current information bulletin board at program headquarters.

Help organize special promotional or public relations events such as dances, film showings, bake sales, or car washes.

Recruitment/Placement Coordinator

In a university-based tutoring program like ESCAPE, where the tutoring force stays at about 600 and where there is a 50 percent quarterly turnover in this force, the recruitment/placement coordinator is primarily responsible for organizing the tutoring practicum's part in the mass quarterly registration of university students. During registration, tutor volunteers fill out referral profile information and then tell division heads or field coordinators what kind of tutoring assignment they would like. If the tutor volunteer has appropriate qualifications, a match with a student or field site can usually be made quickly.

Even if a tutoring program isn't based at a college or

university, it may be helpful to have a coordinator for recruitment and placement of volunteers. These are some of the corollary tasks for such a position:

Work with the public relations coordinator in developing information packets and advertising aimed at recruiting volunteers.

Maintain a file of tutor referral profiles, (see "Matching Tutors and Students, page 24), and stay abreast of needs for tutors at each field site.

Office Manager

Because the tutoring program is staffed by volunteers working part time and at diverse field locations, and because even administrative and office personnel are highly mobile, it is critical that the program's headquarters operations be anchored by a full-time, paid office manager. The office manager has these responsibilities:

Establish and maintain uniform clerical procedures for such tasks as typing, filing, and mailing.

Supervise clerical personnel.

Schedule use of meeting rooms for program business.

Oversee storage, checkout, and maintenance of audiovisual equipment and materials.

See that messages for staff members are placed in their message boxes.

Order and inventory office supplies.

Keep Steering Committee minutes.

Maintain a current posting of office hours for administrative personnel.

Other Administrative Tasks

There are two responsibilities shared by all administrative personnel in the program. The first responsibility is to document, in writing, all job objectives and procedures. This helps clarify the staff member's understanding of his or her responsibilities, and it helps insure continuity in program operations when a staff person must be temporarily or permanently replaced.

The second responsibility shared by all administrative personnel is to take part in public relations efforts on behalf of the program. The director has a diplomatic role in this respect, and the public relations coordinator has technical duties. But all personnel should be prepared to answer questions about the program, to appear before groups on its behalf, and to represent it through the quality of their work.

2
IMPLEMENTATION

UTILIZING COMMUNITY RESOURCES

The acceptance of a tutoring program depends on communication with and support from the community. During the initial stages, the director should locate potential resource persons who can contribute to the program by donating their time and any materials they might have.

As the tutoring program succeeds in helping students, it will gain the confidence of the community. However, basic credibility is required from the beginning. Program sponsors should begin by representing the program at staff meetings in schools or agencies where tutors will be placed. These meetings will provide an opportunity to explain tutorial goals and objectives and answer questions. Civic organizations and parent groups are additional sources of support which should be solicited. In addition, sponsors should become familiar with other volunteer programs in the community which may be utilized as resources.

Staff, office facilities, printing materials, and supplies are needed to develop a program. The school district and recipient schools and agencies are often willing to provide these items.

The media can be helpful in soliciting resources through public service announcements in the form of free broadcast air time and free newspaper or magazine advertising space. School districts and local schools often publish community newsletters which can be utilized.

By utilizing community surveys and brainstorming sessions, program sponsors can develop a list of needs, resources, and potential donors.

UTILIZING SCHOOL OR AGENCY RESOURCES

District officials, principals, teachers, and agency personnel can provide helpful advice on the design of the tutoring program. The program director should be prepared, however, to assume most of the administrative responsibility for the placement and evaluation of tutors. Most officials will welcome the program if it does not burden them with additional administrative tasks.

The director should ask each school or agency administrator to appoint a staff member as liaison to the tutoring organization. This person can help place volunteers in the field site and contribute ideas for program improvement.

RECRUITING PARTICIPANTS

Recruiting School Districts and Community Agencies

Most school districts and community agencies with educational functions are aware of the need for individualized instruction and welcome the tutorial concept. The most effective way to approach the school district or agency is to submit a written proposal for a pilot project. Such a proposal will assist officials in conceptualizing program goals and operation, and will provide a vehicle for implementation as soon as approval is given. Once a pilot phase has been approved at the district level, formal presentations about the program should be made to personnel at recipient schools and agencies.

Recruiting Field Sites

In implementing a tutoring program, sponsors must recruit field sites and tutors. The director should first recruit field sites, since much of program success depends on locating sites that welcome tutors.

There are several different kinds of recipient field sites, including public schools, community learning centers, hospital learning centers, halfway houses for troubled youth, prison release programs, day care and headstart programs, juvenile detention homes, foster homes, and summer recreation programs.

Before the program proposal is presented, the director should become acquainted with a potential field site. Considerations might include the size of the site, its facilities, the nature and structure of the program, and personnel attitudes.

Recruitment of a site is best accomplished by the director or another tutorial staff member visiting

interested officials. The proposed program should be explained in terms of how it can benefit the existing school or agency program. If the administrator is interested in the tutoring program, a follow-up presentation should be made to other personnel at the site.

At these initial meetings, the director should find out what the school or agency personnel expect from the program. Capabilities and limitations of the program should be clarified at this time.

Recruiting Tutors

After recruiting field sites, the program must recruit tutors. Advertising is a good way to attract prospective volunteers. Ways to advertise include the following:

Newspapers. An ad in the personnel section of the local newspaper will reach a wide variety of potential volunteers. Local school, school district, and agency newspapers and newsletters reach a more select group of prospective volunteers.

Radio and Television Stations. Radio stations will usually announce a need for tutors as a public service. This advertising is free. Television ads are more difficult to acquire and usually expensive. Occasionally, however, public service "spots" are available from television stations.

Pamphlets and Posters. One sheet handouts or posters which describe the program briefly and identify the person to contact for further information can be distributed by volunteers. In the case of pamphlets, these volunteers should be prepared to answer questions or refer candidates to sources of information. School cafeterias, student unions and bookshops are good places to post notices for college student volunteers. Supermarkets, stores and coffee shops are good locations for reaching the general public. Both pamphlets and posters should be eye-catching and informative.

MATCHING TUTORS AND STUDENTS

Placing tutors so their skills and interests match student needs is one of the most critical factors in the tutoring program. It requires that the program develop an academic need profile on each student to be tutored and a corresponding profile on the strengths and interests of each tutor. The profile will also serve as a referral guide.

The profile for each student should list the student's age, grade level, academic strengths, and specific problems in skill or subject areas where help is needed. The student profile may also specify subject matter qualifications required of the tutor, the tutor's sex and age level, and times and locations convenient for the student to work with a tutor. Such information can be compiled by teachers or agency personnel and supplied to the field coordinator for their site. Corresponding information should be developed in each tutor profile. In addition, it would be useful to cross index the profiles by academic area as well as by names of students and tutors. For example, if a student needed help in improving basic writing skills, all the profiles of tutors listed under the category "writing skills" could then be drawn at once for quick reference. In turn, if a tutor skilled in U.S. history and interested in tutoring in that subject were to join the program, all the student profiles listed under "U.S. History" could be instantly retrieved. In a district-wide program, tutor personnel should be referred to schools and agencies close to where they live--unless they have their own transportation.

Referral profiles may be structured as written narratives, as information filled in on pre-designed forms, or as a combination of these. The format will probably be dictated by the general level of writing skills among program personnel.

A word of caution is necessary. Oregon law prohibits the disclosure of psychological profiles of students to nonprofessional or unauthorized personnel. Therefore, student referral profiles should avoid such information. Where special circumstances warrant, tutors may be given generalized background briefings on students by counselors or teachers.

In most cases it isn't necessary to interview an applicant for a tutoring assignment. Volunteers should be asked to fill in the information required for a referral profile and that will usually supply enough background on them to satisfy screening requirements. Volunteers who meet program qualifications should then be allowed to look over available student placements to determine where they might best serve. If the volunteer expresses interest in a particular opening and has the qualifications to work in that assignment, then the recruiting/placement coordinator should refer the volunteer to the division head or field coordinator for the site where the student is located. The field coordinator will then introduce the tutor to the field site liaison person, the teacher, and the student in order to set up a tutoring schedule. If an opening isn't immediately available to a volunteer, in a particular specialty area, that person should be given the option of choosing a related tutoring area or waiting until the desired kind of assignment is available.

There are some special instances where an applicant for a tutoring position should be carefully interviewed. These include situations where applicants wish to work with alienated, disadvantaged, or mentally retarded younsters in special educational programs.

II

TUTORING GUIDELINES

DEVELOPING THE TUTOR-TEACHER RELATIONSHIP

The tutor and the teacher must work together to define and help meet the academic and social needs of students. To best accomplish this, the tutor and teacher must develop a relationship based on openness, trust and respect. This will make it easier for the tutor to suggest and implement learning experiences to meet the student's needs.

Acknowledging the Teacher's Ultimate Responsibility

Because the teacher is responsible for the learning progress of the student, the teacher must be regarded as the person ultimately responsible for the tutorial situation. The tutor should be aware of this and work closely with the teacher in planning tutorial lessons. Ideally, the experience and judgment of the teacher will become a resource to the tutor just as the time and energy of the tutor will become a resource to the teacher. With these roles clarified and brought into harmony, the teacher-tutor combination offers a great deal of help to the student.

Learning About the Specific Tutorial Assignment

The tutor should discuss the tutoring assignment with the teacher, especially such important points as:

- What are the student's needs?
- Does the student have a home situation or emotional difficulty about which the tutor should be aware?
- Does the teacher have any suggestions about the initial tutoring sessions?
- What are some of the resources available to make the tutorial as effective as possible?

Planning Regular Meetings with the Teacher

The tutor and the teacher should set regular meetings for planning and discussing student progress. At these meetings, the tutor should discuss tutoring activites, results, and plans for helping the student. The teacher

should be consulted if there are changes in the original tutoring plans.

DEVELOPING THE TUTOR-STUDENT RELATIONSHIP

The best tutoring situation is one in which the tutor and student are working cooperatively as associates and friends. This kind of relationship depends upon openness, trust and genuine interest.

Preparing for the First Meeting

After discussing the student's needs with the cooperating teacher, the tutor should try to avoid stereotyping the student. Preconceptions regarding the student's ability and behavior could reduce the tutor's chances of responding naturally and openly. Such stereotypes may also limit the tutor's creativity in meeting the student's needs.

The aim of the tutor should be to establish a unique relationship with the student, a relationship in which the tutor will be seen by the student as an older friend who has taken time to be helpful. By maintaining an open attitude, the tutor gives the student a chance to reach out for assistance.

Establishing a Friendly Relationship

When meeting the student for the first time, the tutor should try to establish a favorable rapport. One way to enhance the relationship is to find out what interests the tutor and student share. Mutual interests form one of the best foundations for communication. This personal approach will demonstrate that the tutor is sincerely interested in the student.

The early meetings should be devoted primarily to getting to know the student. Therefore, instructional time should be minimized. By listening to the student during the initial meetings, the tutor also may discover what the student expects from the tutoring situation.

As the tutor becomes more aware of the student's per-

sonality and interests, the instruction can become more tailored. Teaching examples can be drawn from areas of student interest. For example, a math lesson might involve measuring a basketball court or figuring the win-loss percentage of a team. A learning effort built on friendship and mutual interests will increase the student's chances of success.

TUTORING PRINCIPLES

In order to best work with a student, the tutor should adhere to these basic principles:

1. Foster the student's self-confidence and self-esteem.
2. Communicate in an open, natural way with teachers, students and associates.
3. Plan carefully and follow through on commitments.
4. Gear the approach specifically to the student's individual needs.
5. Be flexible.
6. Encourage creativity.
7. Incorporate opportunities for the student to succeed.
8. Respect the student's privacy, remembering that one's values and beliefs are one's own.
9. Be patient even if progress is not apparent.
10. Show pleasure with progress, however slight. Do not expect the student to show appreciation.

MEETING TUTORING RESPONSIBILITIES

Once committed to a tutorial assignment, the tutor should be aware of the responsibilities involved. Tutoring objectives in Section I, page 7, outline these duties clearly. The extent to which these responsibilities are carried out will determine to a large degree the success of the program.

Meeting the Student on a Regular Basis

Once assigned to a student, a tutor is committed to meet with that student on a regular basis. If the tutor is not present and on time, the trust of the co-operating teacher and the student will be impaired.

In the case of illness or other emergencies, the tutor should call the school and ask the secretary to inform the cooperating teacher so that other arrangements can be made. The tutor may also want to call the student later to explain the situation.

Representing the Tutorial Positively

As a representative of a tutorial organization, the tutor must remember that his or her activities, whether positive or negative, reflect the tutoring program as a whole. When in doubt about the effect a decision or action might have on the total program, the tutor should consult the tutorial field coordinator.

Working Within the Tutorial

Occasionally, a tutor may encounter situations where he or she disagrees with an approach used by the co-operating teacher. In this case, the tutor should keep in mind that there are different approaches to any teaching situation depending on the individual teacher and the student. It is the responsibility of the tutor to work in conjunction with the teacher. If the tutor and teacher have significant disagreement on philosophy or methods, the tutor should be reassigned.

The tutor should discuss instructional problems directly with the cooperating teacher. The teacher may be able to provide some alternatives or know of a resource person who would be of assistance.

In the event that the tutor is unhappy with the student, the situation should not be ignored. Eventually, the student would sense these feelings and the relationship would suffer. In such a case, the tutor might consider seeking another assignment.

PLANNING LESSONS

The tutor is responsible for planning what will take place in each meeting with the student. Careful planning will prepare the tutor academically and will help develop a clear and logical teaching approach.

Identifying Needs

In planning lessons, the tutor must first identify the student's needs. Diagnosing these needs may be difficult, but assistance is available from several sources. The tutor can acquire information from the teacher, from the student, or from formal or informal testing. As a result of this diagnostic process, the tutor should become aware of what the student has already mastered as well as where the student is deficient.

Developing Learning Objectives and Activities

Once the tutor and the teacher agree on the student's needs, the tutor should then establish learning objectives to meet those needs. For example, if a student needs to know how to convert percentages to fractions but doesn't, then that might become an objective to be pursued through tutoring. All learning activities should be planned to help the student reach each identified objective. In planning these learning activities, the tutor should observe the following points:

1. Build interest into the learning activity through such techniques as games, demonstrations, and direct student involvement.
2. Make sure that learning media (materials) are suited to the student's learning style.
3. Make sure that learning activity directions are clear.
4. Tell the student the competencies to be gained by the learning activities. Research shows that learning is easier when the student recognizes he desired objectives.

Maintaining Flexibility

Despite the value of planning and the importance of following plans, the tutor should always be ready to temporarily abandon the lesson plan if the need arises. For example, if a student wanders off the lesson but in a very positive and valuable learning direction, then the tutor should be ready to help the student pursue that course. The tutor will often find that the skills or concepts learned from such a departure can be related to the main theme of the lesson in such a way that the student's comprehension of that theme will be reinforced.

Evaluating Progress

Student progress and tutoring effectiveness should both be evaluated. The student's academic progress can be evaluated by verbal or written testing. At times, however, the student's overt behavior will demonstrate how well lessons have been learned. The teacher, field coordinator, and student will all evaluate the tutor, both formally and informally. The tutor should be encouraged to engage in ongoing self-evaluation.

The tutor who determines that a tutoring encounter has not been successful should not hesitate to find out why. The tutor should probably first ask the student what he or she feels is the problem. The tutor should examine his or her own teaching behavior, planning, presentation of the lesson, the possibility of personal problems impairing the student's efforts, and the possibility that the student's needs were not accurately identified in the initial diagnosis.

UTILIZING RESOURCES

There are many resource persons, materials and facilities available to the tutor both in the school and in the community. The tutor should become familiar with these resources.

Teachers

Teachers in the school, especially the cooperating

teacher, are a good personnel resource when the tutor needs help with assessing student needs, identifying objectives, choosing teaching methods and learning activities, and finding out more about the school.

College or university teachers are another potential personnel resource, particularly in specialized areas. While these teachers may be more difficult to contact and utilize, they can be of valuable assistance to the tutor.

Tutoring Program Personnel and Facilities

One of the key responsibilities of the tutoring program administrative staff is to support the tutor in the field. The person nearest to the tutor, and therefore the most immediate source of help in the program, is the field coordinator. Like most of the program staff members, the field coordinator will be a former tutor who can offer advice and direction based on experience.

The tutoring program office may contain a range of useful resources such as a copying machine, typing services, and an instructional materials center. The ESCAPE program, for example, created an instructional resource center in 1973. It contains publications on teaching and tutoring, subject matter publications which may be helpful to both tutors and students, copies of journals or papers former tutors have written about their tutoring experiences, and instructional materials.

The tutor-training seminars of the program are another useful internal resource. The training aspect of the tutoring program will be covered in the next section of this manual.

Other School Personnel and Facilities

Schools and school districts usually employ a variety of specialists to serve special student needs. Among them are reading specialists, counselors, curriculum advisors, audiovisual advisors and technicians, and librarians. Many of these specialists have at their disposal either equipment or facilities that may enhance the tutoring situation. When a tutor needs

advice, materials, equipment, or facilities through one of these specialists, the cooperating teacher can usually help obtain any or all of them.

Community Resources

Tutors should realize that the community is often a rich source of instructional help. The tutors themselves are one of these sources. Other resources include films and brochures from private enterprise, publications from public service agencies, volunteer workers from church or civic groups, and public relations personnel from both private and government concerns. The tutoring program should develop a list of such resources for tutor use.

A Bibliography of Reading Resources

The following list of supplementary books and articles offer both practical and humanistic approaches to education.

Books

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963.

Bettelheim, Bruno. The Children of the Dream. New York: MacMillan Co., 1969.

Dreikers, Rudolf. Psychology in the Classroom. New York: Harper and Row Publishers, Inc., 1957.

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Glaser, William. Reality Therapy. New York: Harper and Row Publishers, Inc.

Glaser, William. Schools Without Failure. New York: Harper and Row Publishers, Inc., 1968.

Goodman, Paul. Growing Up Absurd. New York: Random House, Inc., 1960.

Hall, Edward Twitchell. The Silent Language. Garden City, N.Y.: Doubleday and Co., Inc., 1969.

Holt, John Cadwell. How Children Fail. New York: Dell Publishing Co., Inc., 1964.

Holt, John Cadwell. How Children Learn. New York: Pitman Publishing Corp., 1967.

Kohl, Herbert R. The Open Classroom. New York: Vintage Books, 1970.

Kozol, Jonathan. Death At An Early Age. Boston: Houghton Mifflin Co., 1967.

Leonard, George B. Education and Ecstasy. New York: Delacorte Press, 1968.

Purves, Alan C. How Porcupines Make Love. Xerox College, 1972.

Riesman, David. The Lonely Crowd. New Haven, Conn.: Yale University Press, 1950.

Silberman, Charles E. Crisis in Black and White. New York: Random House, Inc., 1964.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, Inc., 1970.

Articles

The following articles are available through the ESCAPE tutoring program located at 327 Erb Memorial Union, University of Oregon, Eugene, Oregon 97403.

"The Alternatives", Louise Brown.

"Can Education Be Relevant?", Arthur Combs.

"Authenticity and Teaching", Sydney J. Harris.

"Twenty-One Memos From Your Children".

"Learning Faster Than Forgetting", Sydney J. Harris, from Leaving the Surface.

"Philosophy of Pre-School Education", Richard Allen.

"The Animal School".

"Why Tutoring", Lowell Dodge, Mike Lweler (Youth Educational Services).

"Catch the Child", David B. Tinsley and John P. Cha.

"Suggestions For Elementary and Secondary Reading Tutors--"Hints For One-One Tutoring", Dr. Lloyd Davis & Mr. Ernest Fendell of Seattle Schools.

III

PERSONNEL TRAINING

PROGRAM TRAINING STRUCTURE

As the University of Oregon ESCAPE program reached a district-wide scale involving hundreds of tutors and dozens of field coordinators and field sites, evening seminar training evolved as a means of supplementing the growth of persons with field assignments. Tutors received weekly seminar training in tutoring methodology; and field coordinators attended weekly seminars in supervisory training. All the tutors assigned to a given field site were assigned to a seminar conducted by the field coordinator for that site, while all field coordinators, in turn, were assigned to a seminar conducted by the division head to whom they reported. This seminar training component should be included in any volunteer tutoring program, whether the program exists in a handful of schools or a large school district.

Seminar Content

Content of the tutor seminars at ESCAPE is designed to help tutors achieve the objectives listed in Section I, page 7. The content of the supervisory or leadership seminars is designed to help field coordinators more effectively motivate, assist, supervise, and evaluate tutors. Thus, the topics of the seminars would be similar for both tutors and field coordinators, but the focus would vary according to the roles of the seminar participants. For example, a tutor seminar on lesson planning would focus on how lessons are outlined and prepared. The same topic for the leadership seminar would focus on how to help tutors outline and prepare lessons for students.

The first seminar for groups at both levels consists of an orientation to the responsibilities of the seminar participants, both in the field setting and in the seminar setting. Subsequent seminars for both levels usually include these topics:

- Individualized instruction
- Lesson planning and preparation
- Organizational techniques
- Communication skills

Conflict resolution
Counseling
Resources and how to use them
Problem solving
Evaluation

As a rule, tutors and field coordinators at the secondary level usually find themselves dealing with seminar topics in terms of the behaviors and needs of the adolescent personality. Elementary personnel, on the other hand, typically give more emphasis to remedial skill building and the creative needs of elementary children. Community services personnel usually deal with seminar topics in view of the unique nature of their field assignments, which range from working with drug users to runaway children.

Establishing and Maintaining the Curriculum

As noted in Section I, the ESCAPE tutoring program's Steering Committee contains an Administrative Subcommittee concerned with program operations and a Curriculum Subcommittee concerned with training of program personnel. In this kind of structure, it is the responsibility of the Curriculum Subcommittee to first establish training objectives and procedures and then to constantly review the seminar training process and recommend approaches and resources that will enhance this process. The Curriculum Subcommittee, for example, might hear of a training film that would be useful for program personnel. It would be responsible in that case for reviewing the film and deciding whether it should be incorporated in personnel training. It might further recommend how that resource should be used in the program.

The Curriculum Subcommittee should be chaired by the tutoring program's coordinator of training. In addition to chairing subcommittee meetings, the training coordinator should help seminar leaders to secure training materials and equipment and help them to secure meeting rooms for seminars.

TRAINING SEMINAR EXAMPLES FROM THE ESCAPE PROGRAM

In order to provide the reader a better picture of the

organization of tutor training seminars, the following pages outline seminars dealing with program orientation, lesson planning, problem solving, and conflict resolution. Because these outlines are frequently revised, they are offered here only as examples. For specific information on other training seminars, the reader should contact ESCAPE, 327 Erb Memorial Union, University of Oregon, Eugene, Oregon 97403.

TUTOR ORIENTATION

The orientation session for tutors should be conducted in two parts. The first part should be a general session in which all the new tutor volunteers are assembled for a broad introduction to the program and a general outline of its requirements. Then the tutors should be broken into small meetings of specific field site groups where the supervising field coordinators can meet them and explain specific program requirements and opportunities. Ideally, each group should consist of no more than 12 tutors and one field coordinator. After this initial orientation session, all seminars will meet in field site small groups.

The objectives of the orientation seminar are divided into two categories: objectives of the general meeting, and objectives of the small group meeting.

Objectives of the General Meeting

1. Introduce the tutor to the tutorial program.

2. Discuss topics which apply to tutoring, such as:

   a. The first session with the student
   b. How to create rapport with the student
   c. Who to contact in case of a problem
   d. Advance planning and evaluation of the tutorial
   e. Requirements for receiving credit (if credit is available)
   f. Recruitment and field placement of tutors
   g. A feedback system for reporting field projects to all tutors
   h. How to utilize tutoring guidelines (see previous section)

i. How to get the most out of the weekly tutor seminars
j. How to determine success as a tutor.

Objectives of the Small Group Meetings

1. Introduce the tutor to the field site, the field coordinator, and other tutors.

2. Field coordinators review program requirements and specific school requirements.

3. Field coordinators distribute tutoring guidelines.

4. Field coordinators arrange appointment times for introducing tutors to the individual schools.

Procedure

Placement catalogs should be prepared by the tutorial organization, listing all schools and describing the school atmosphere, students, and faculty. A list of the school rooms where individual small group meetings will take place should be included in the catalog. These materials should be available when the general meeting begins.

In the small group meetings, the tutorial coordinators should explain specific school requirements. The principal or a counselor should be present to welcome tutors and explain the characteristics of the school. The tutoring guidelines may then be distributed and appointments may be made for the tutor's first visit to the school.

Resources

The following resource materials should be distributed to tutors at the large group meeting: program requirements, placement catalogs, lists of small meeting places, and tutoring manuals.

Evaluation

A successful orientation meeting should provide the tutor with an overview of the tutoring program. The trainer can determine if this objective has been met by several indicators, including the following:

1. Each tutor is able to characterize the field site.

2. Each tutor has arranged a time for the first visit to the school.

3. The tutor indicates (through feedback forms, performance in the field, and conversations) that the orientation session was beneficial to the tutoring experience.

4. Each tutor indicates (through feedback forms, performance in the field, and conversations) an understanding of the initial tutoring commitment. This understanding should result from information acquired in the small group meeting and the tutoring guidelines.

LESSON PLANNING

Most tutors have not had the training in education that would enable them to develop lesson plans. Therefore, instruction in this area is a must.

Objectives

1. The tutor will be able to diagnose a student's instructional needs, prescribe activities to meet the needs, and design ways to determine if the needs have been met.

2. The tutor will be able to list a variety of activities that may be used to teach a single concept. The tutor will be able to choose activities that match the needs and learning characteristics of the student.

Procedure

The trainer begins the discussion by emphasizing the importance of planning for tutoring sessions. The trainer explains that, during this seminar, the tutors will break into groups and be given a problem situation. The tutors must deicde what the student's needs are, what activities can be used to meet those needs, and how to determine if the needs have been met.

The trainer then divides the participants into groups of four or five and reads the following problem aloud (A written copy is given to each participant):

> Dean is ten years old. He is energetic and continually disrupting the classroom. He is bored with math although he needs to master the basics for future learning. He enjoys sports and would rather be outside playing football. Tomorrow is your first day with Dean and you will have 40 minutes to spend with him. What could you do tonight to make the tutoring session with Dean effective tomorrow?

The trainer allows approximately 30 minutes for each group to decide what preparations it would make for the tutoring session with Dean. The tutors should return to the large group and present their ideas, giving the rationale for what they suggest.

The trainer should discuss the following questions with participants:

> What do you believe is Dean's problem?
> How does the "problem" relate to the activities suggested?
> How would you know if you have been successful?

To summarize, the trainer could ask: "What general statement may be made about Dean's needs as revealed by the groups here?"

Resources

The trainer should refer to the subsection on planning

lessons in the Tutoring Guidelines section.

Evaluation

The objectives identified for the seminar on lesson planning will have been met if:

Each group plans a lesson based on an identified need of the student and determines how evaluative feedback can be obtained.

Each group shows that a variety of activities and approaches can be used in a specific tutoring situation.

PROBLEM SOLVING

Although tutors are encouraged to seek out the advice of cooperating teachers to solve student learning problems, there are also general procedures which will help tutors find solutions when advice is not readily available.

Objectives

1. Tutors will be able to describe and exercise key problem solving steps:

   a. identifying the problem
   b. considering alternative solutions
   c. deciding which solution is most appropriate for the individual
   d. implementing the solution.

2. Tutors will be able to evaluate their methods in terms of the individual student they are tutoring.

Procedure

The trainer should attempt to develop the tutor's awareness of the need for flexibility in dealing with each situation. For each problem, there are many

possible solutions, and the tutor should be urged to consider all the alternatives.

The participants should begin by analyzing all components of the problem situation. The trainer should urge the participants to view a problem as an obstacle to the accomplishment of a predetermined goal.

Problem Situation

Johnny has not completed his assignment of 10 math study questions as requested by the tutor. His excuse is that he did not have time because his baseball team needed him to play in an important game. The peer pressure was too great, so he sacrificed his homework for the game.

The trainer divides the tutors into groups of four or five and poses the following question for discussion: "What is the problem in this situation?" The trainer should suggest that the problem may be identified in a number of ways. Among the questions the tutors should consider is: "What information is available and what is missing?"

The groups should consider the problem for about 10 minutes. At the end of that time, the trainer should call the tutors back into the larger group for general discussion and write their interpretations of the problem on the chalkboard. The trainer should ask each participant to explain his particular perspectives on the problem.

One possible interpretation is that the student received more gratification from playing baseball than from doing his math homework. Another suggestion may be that the tutor in the situation has the problem, rather than the student. The trainer should continue to probe the groups until they have listed at least five plausible interpretations of the problem.

After considering the various interpretations, identify possible obstacles and solutions. The trainer should decide whether small groups or large groups would best facilitate this discussion.

Listed below are five possible solutions if the problem

was identified as peer level gratification:

1. Sanction Johnny by giving him a poor grade.

2. Call his parents and/or teacher.

3. Assign twice as much work for next time.

4. Review the assignment with Johnny, showing him what you wanted, and indicating that you still can trust him to complete the work.

5. Work the study problems with him in the tutoring session.

These alternatives can be used as examples to demonstrate that there is more than one possible solution.

While brainstorming for solutions, the trainer should encourage the tutors to look for the key factors which created the problem. If, for example, the group had identified peer level gratification as the cause, key factors might include the opinions of Johnny's friends, their praise and/or their acceptance. If the group focuses on another cause, such as fear of failing in the assignment, the tutors should explore those related factors.

At the end of this session, the trainer should summarize the steps in problem solving that have been emphasized.

Evaluation

The seminar on problem solving will have accomplished its main objectives if:

1. Each tutor can pose a problem, identify the key factors and suggest at least two possible solutions.

2. Each tutor expresses an awareness that many alternative solutions exist to conflict situations.

CONFLICT RESOLUTION

Role playing is an excellent method of preparing the tutor for conflict situations and demonstrating ways of opening communication between persons in conflict.

Objectives

1. To demonstrate conflict situations that a tutor may encounter.

2. To demonstrate how one's past experiences affect interaction with others.

3. To help the tutor identify a variety of solutions to any given problem.

Procedure

When the meeting begins, the trainer explains that a tutor can encounter conflict situations while tutoring. If the tutor is aware that these situations may occur, he will be better prepared to handle them. The trainer explains that through role playing participants will explore alternative solutions to various problems. The trainer explains that two persons are needed to start the role playing. During their interaction, they will be stopped and each will have an opportunity to choose another person to finish the demonstration.

The trainer selects two participants to begin. One portrays a tutor, and one a student. The trainer then characterizes the conflict to be played out. When the two tutors are into their roles, the trainer should watch for developments which indicate it is time to change players. If they seem to be deadlocked, if they repeat the same general ideas, or if they don't know what to say, then the players should be changed.

Three role playing situations are listed below. The trainer should adapt these to the individual field site situation. Although the problems may vary from district to district, tutors should be encouraged to role play the more controversial or difficult situations they might encounter.

1. Student infatuated with tutor. A 12-year-old junior high girl asks questions, such as "Do you have a girlfriend?", "Do you think I'm too young for you?", "Do you love anyone special?" She tries to act grown up around the tutor and tells him that she dates.

2. Student involved with drugs. As the tutor and student discuss why the homework was not completed, the student, who is 13 years old with a juvenile record, explains in confidence that he was too "stoned" to study the night before.

3. Student stereotyping minority students. While the tutor and student are working, a Chinese classmate walks by the room. The student says, "I don't like Chinese." The tutor asks, "Why do you say that?" The student answers, "My father told me they're Communists and if you give them an inch, they'll take a mile."

When each role-playing situation has been played through by several participants, the trainer should ask questions that will stimulate thoughtful analysis. Some of these questions might include: "Do you feel the problem was solved?" and "What are other approaches to solving the problem?" These kinds of questions will elicit alternative ways of responding to the same situation.

To extend the role playing further, the trainer could ask group members if they can identify characteristics common to each role-playing situation, listing these on the chalkboard.

The following are characteristics the group might identify:

1. The tutor could get into trouble.

2. The tutor has to "draw the line."

3. The tutor must consider the student's trust and confidence.

4. The tutor must deal with the problem at the given moment.

The individuals in the group should then be asked to list factors in their backgrounds which could have influenced their own solutions to the role playing or to the way they would have interacted. If the group numbers 10 or more, the trainer might divide the participants into groups of five to compare their reactions. These discussions should be open without restriction or pressure to participate.

Evaluation

The seminar on conflict resolution will have accomplished its objectives if the following take place:

1. Each tutor feels that role playing has been helpful in preparing for conflict situations.

2. Participants have discussed each role-playing situation and have identified common characteristics.

3. Each tutor lists three things about his or her background which could have influenced interaction with the student.

4. Each tutor notes at least one factor in his or her background which has influenced interaction with a student.

5. Each tutor is able to identify at least one alternative solution to a role-playing problem, a solution that he was not aware of previously.

IV

ORIENTATION FOR TEACHERS USING TUTORS

BENEFITS OF A TUTORIAL

Often a teacher would like to provide students with individualized attention, but finds this impossible because of the large number of students in the classroom.

A tutor can provide this assistance when it is most needed by working on a one-to-one basis with a student or by leading small group discussions which leave the teacher free to continue the general classroom program. In addition, the tutor may be used outside the classroom with individual students or groups of students.

The personalized attention not only helps the student through the difficulties of learning, but also serves as additional evidence that other people care. The tutoring experience gives the tutor a sense of immediate usefulness and teaches a number of lessons about how others learn and grow. This is especially useful to the tutor who is using the tutoring experience, as a foundation for further work in education. Finally, the tutorial helps strengthen good will and understanding between the school and the community.

INITIATING PLACEMENTS

Teachers who are committed to using tutors should always initiate a tutoring situation with the needs of the student first in mind. This requires answering two questions: Is the student likely to benefit from tutoring? and, What kind of tutor does the student need? Once these questions have been satisfactorily answered, the teacher should prepare a student referral profile and give it directly to the field coordinator for the school or to the building liaison to the tutoring program. This outline of the student's tutoring needs can then be fed into the tutoring program's referral file system. If an appropriate tutor is not immediately available, chances are that the tutoring program's ongoing recruitment campaign will provide one in a short time. The availability of students on file enhances program recruitment because it allows placement of volunteers while their interest is high.

A word of caution: Prior to initiating a tutorial with a junior high or high school student, the teacher should meet with the student to be sure he or she understands the intent and nature of a tutorial and is willing to be tutored. The student who objects to tutoring should not be forced into it.

UTILIZING THE TUTOR

A tutor should be assigned appropriate instructional tasks, such as working individually with students who have learning difficulties, students with exceptionally high ability, students with emotional-social problems, and physically handicapped students. The tutor may also lead small group discussions or teach special interest subjects such as photography, music, or drama. The teacher and tutor will usually define mutual expectations of the tutorial in terms of student needs and student accomplishments. In the definition of these expectations, the teacher is clearly the final arbiter.

In all cases, the tutor is assigned to the classroom to provide the student with individualized attention which otherwise would not be available. Therefore, the tutor should not be used as an aide for such tasks as taking role, correcting papers, or recording grades.

Starting the Tutor

The tutor will probably be brought to the field site and introduced by the field coordinator. Usually the teacher, field coordinator, and tutor will then sit down to examine the needs of the student, to sketch the teacher's expectations for the tutoring situation, and to explore with the tutor some approaches for meeting those expectations through tutoring. In this meeting, the teacher should schedule the tutor's first meeting with the student as well as regular teacher-tutor meetings to plan and evaluate the progress of the tutorial. Before introducing the tutor to the student, the teacher should meet with the student to explain that a tutor has been secured. The student should be told what commitments are expected in the tutorial and should be asked to try to meet those commitments. When the

tutor and student are introduced, the student should be briefed on the skills or competencies the tutorial hopes to develop.

SUPPORTING THE TUTOR

While the tutor is assigned primarily to support the teacher in helping the student, the teacher also needs to support the tutor. There are several kinds of such support, but the key one is letting the tutor know how well he is doing with the student. The teacher should give the tutor encouragement and specific feedback on his effectiveness. For example, if the teacher says, "I think Andy is really responding to your sessions with him. His math test scores have gone up 20 percent. You're doing a good job," then the tutor has received both positive reinforcement and useful information about his or her individual effectiveness. But if the teacher says something like, "Everything seems to be fine," it doesn't give the tutor anything positive enough to be motivating or specific enough to measure effectiveness.

On the other hand, the teacher needs to be specific with the tutor in evaluating ways in which the tutorial is not effective. It should be done in a constructive vein, but it should always be candid. This is why it's important for both the teacher and the tutor to strive for open and nonthreatening communication. Both should be able to voice satisfactions as comfortably as dissatisfactions.

Other kinds of support that the teacher can give the tutor include technical advice on material and personnel resources which can be tapped to the benefit of the student. The teacher should show the tutor materials which may be useful in tutoring the student; and the teacher should introduce the tutor to such school personnel as the principal, counselor, reading specialist, librarian, audiovisual specialist, and instructional materials center director. The tutor should be encouraged to seek out these and other support persons and use the school's facilities whenever needed.

RESOLVING PROBLEMS

When problems occur in the tutorial that cannot be resolved by the teacher and tutor, then the field site liaison and field coordinator may need to be consulted. This is especially true where the teacher and tutor find themselves in firm conflict over teaching methods or the tutor's behavior. Where the issue cannot be resolved to the satisfaction of both teacher and tutor, the tutor should be removed or reassigned to another school.